
Corporate Learning Course

-- Roles and Responsibilities of the CAP Wing

Volume III Student Guide



Published by:
Senior Programs
Aerospace Education and Training Directorate
Headquarters, Civil Air Patrol

Corporate Learning Course

Student Preface

Welcome to the Civil Air Patrol Corporate Learning Course (CLC). You've taken a big step forward in your CAP professional education and have also shown your desire to learn and grow personally. We salute you.

As you probably know, the Corporate Learning Course is the third seminar course in CAP's senior member training program and satisfies one of the requirements towards completing Level III, the Grover Loening Aerospace Award.

However, you may not know exactly what the Corporate Learning Course seeks to accomplish. Up to this point, CAP senior member education has focused on you, the individual member and the squadron. Level I orientation told you what you could expect as a senior member and what was expected of you. In the Squadron Leadership School (SLS) you learned how the squadron accomplished CAP's three missions (aerospace education, emergency services, and the cadet program), and how the individual staff officers and the general membership work together to successfully accomplish those missions.

The Corporate Learning Course seeks to broaden your understanding of CAP beyond squadron operations. Because you are taking on roles of higher responsibility and authority, it is incumbent upon you to know how your squadron affects - and is affected by - the operations of higher headquarters.

The CLC's focus over the next two days is, therefore, on the CAP wing; what its operations consist of, and how those operations affect your squadron. We will discuss the wing's approach towards accomplishing CAP's three missions; and how the mission support functions support those three main mission elements in the wing. More specifically, we will discuss the relationship between key wing staff and your unit. You'll find out not just the "what", but also "why". You'll also find out how you can improve the relationship between the wing and your unit.

The Corporate Learning Course has six specific objectives (ref: CAPR 50-17):

- 1. Identify the function of the three mission elements of the wing.***
- 2. Explain how the wing operates to carry out the Aerospace Education mission.***
- 3. Explain how the wing operates to carry out the Cadet Programs mission.***
- 4. Explain how the wing operates to carry out the Emergency Services mission.***
- 5. Explain how the mission support functions support the three main mission elements of the wing.***
- 6. Analyze situations where core values impact the operation of the wing.***

The objective will guide your learning throughout the CLC. The functional areas which you will learn about during the course are:

- 1. Aerospace Education***
- 2. Emergency Services***
- 3. Cadet Programs***

Then the course will cover mission support functions which support those three main mission areas:

1. ***Administration***
2. ***Personnel***
3. ***Safety***
4. ***Inspection***
5. ***Logistics***
6. ***Supply***
7. ***Operations***
8. ***Legal***
9. ***Insurance***
10. ***Finance***
11. ***Training***
12. ***Public Affairs***
13. ***Chaplain***

These functional areas will be broken grouped into four segments: Aerospace Education, Emergency Services, Cadet Programs, and Mission Support.

As you progress through the CLC, you will find yourself asking these seven questions:

- a. ***Why is the wing so important?***
- b. ***What is the wing commander's responsibility?***
- c. ***What does the wing do to accomplish CAP's three main missions?***
- a. ***How do specific wing functions impact the squadron?***
- b. ***Why do wing staff officers ask for what they ask for?***
- c. ***How do squadron efforts contribute to the effectiveness of the wing?***
- d. ***What is the role of CAP's Core Values system at the wing level?***

You will answer these questions as you master the course objectives.

But the intent of the CLC is not only to discuss the three main missions and the functions most closely associated with them, but it will also give you an appreciation of how the missions, and their associated functions, support each other. For instance, Operations is traditionally associated with Emergency Services, and they do much work in this area. But Operations is equally involved in the Cadet Program through orientation flights, communications and drug demand reduction. Operations also participates in the Aerospace Education mission again, through orientation flights, but also through flight training, the CAP-ROTC initiative, and other functions. Each of these initiatives are just as important to CAP, and require as much commitment, as the Emergency Services functions that Operations performs.

Please remember that the operative element here is promoting balance. No matter what your staff function, you should always remember that the missions relate to one another, and no function (ops, ES, admin, chaplain, etc) operates exclusively for the benefit of a single mission element. They are tied together either directly or indirectly.

The course material will include presentations by various officers of the wing who will discuss their area of expertise and answer any questions you may have.

This student guide gives you an outline for the Corporate Learning Course and an overview about each segment. Read the segment overview before each segment – it introduces you to the topics to be covered. Follow along with the outline in the classroom, and don't be afraid to ask about points that are not covered or points you are especially interested in. If for some reason the blanks are not filled in during class, answers are provided in the back of the book.

You will also be working with a number of case studies which were developed from real situations in CAP. Case studies give you, as an adult student, the opportunity to apply what you learn and what you already know to real-life situations. Often, cases have no right or wrong answer, but the process of sharing insights and comments among fellow students will lead to a more thorough understanding of the course material. In other instances, there are specific paths in which the case studies lead you, as you learn the importance of a specific set of procedures or policies.

When these questions are answered you will have a broader understanding of the relationships between the two most important working groups in CAP: the squadron and wing. And, you'll be better suited to take on higher and more challenging positions within Civil Air Patrol. ***Good Luck!***

*Corporate Learning Course***STUDENT GUIDE****Command Introduction**

Recommended Reading/Reference: None

Lesson Objective: Describe the duties and responsibilities of the wing commander.

This lesson will help you to understand the duties of the wing commander. S/he is much more than the commander of the state's CAP members. A wing commander forwards the CAP cause to the public and to the state government and agencies. In addition, the wing commander has a responsibility to the national CAP organization as a member of its governing body, the National Board.

MP I. The wing commander's roles as the state's commander (operational control) and as a corporate officer (policy maker)

1. The wing commander is the _____ officer of all CAP units within the _____.
 - A. S/He is also responsible for the wing's accomplishment of CAP's _____.
 - B. The wing commander is CAP's primary representative to the _____.
2. The wing commander also makes policy through his/her status as a member of the _____.
 - A. Wing commander are _____ members, charged with establishing national CAP _____.

MP II. The wing staff's responsibility to the wing commander.

1. The role of the wing staff is to support the wing commander. The wing staff are considered _____ in their vital areas.

MP III. The wing commander's expectations about the Corporate Learning Course.

1. What does the wing commander want you to get out of the CLC?
2. How does the wing commander want you to apply what you learn?

MP V. Air Force Core Values

1. List Air Force and CAP Core Values

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

2. How do core values impact the operation of the wing?

Corporate Learning Course

STUDENT GUIDE

Aerospace Education

Reading Assignment: Student Reading (attached)

Recommended Reading/References: CAPR 50-16, Cadet Training Program, CAPR 50-17, CAP Senior Member Training Program, CAPM 50-20, CAP Model Rocketry Program, CAPR 280-2, CAP Aerospace Education Mission

Lesson Objective: Explain how the wing operates to carry out the Aerospace Education mission. (ref: CAPR 50-17, Chap 5, Para 5-3a)

This segment will help you understand the function of the aerospace education mission at the wing level, how it interfaces with the squadron, and how it is important to the accomplishment of CAP's three primary missions.

Aerospace Education

The Aerospace Education mission is one of the main ways in which Civil Air Patrol reaches the general public. It is also a primary component of both the Cadet and Senior programs. The Wing Director of Aerospace Education has a staff which works with both the region and units to provide quality education programs to a variety of customers - both external and internal.

Aerospace Education at the wing level is where the external program in particular is accomplished. The external program uses CAP resources to educate the general public about the benefits of aerospace technology in today's world. The main focus of the external program is in the American school system. Here, CAP recruits teachers as Aerospace Education members and makes available a wide variety of free materials and lesson plans for teachers to use in their classrooms. These lesson plans are particularly useful in primary school classrooms.

CAP also sends representatives into the schools to establish direct contact with school students. AEOs and other members give lectures, guide activities, and sponsor tours to give the children a closer look at how the aerospace community affects them.

Another facet of the external mission is the National Congress on Aviation and Aerospace Education (NCASE). This annual conference brings together the country's educators together with representatives of the aerospace industry. Together, they explore the future of the aerospace community and its impact on society.

Finally, the external mission also entails establishing contact with community leaders to appraise them about aerospace activities within their communities.

The wing supports the external mission by providing advice and assistance to local squadrons as they approach their local schools and community leaders. They also provide the

main point of contact within the wing (working in concert with the LO) when establishing military travel arrangements for AEMs going to NCASE.

The internal program at the wing level involves the coordination of activities including the model rocketry program, the Aerospace Education Program for Senior Members, the training of unit Aerospace Education Officers, the selection of annual aerospace education award winners, the integration of aerospace education projects at wing activities, and a variety of other functions.

You can find out how the wing accomplishes this through its annual aerospace education plan and by talking to the wing Director of Aerospace Education. Developed by the wing AE staff in concert with the units AEOs, this plan lays out the wing's vision for accomplishing this primary mission of Civil Air Patrol.

MP I. The wing's overall aerospace education strategy

1. The wing's strategy to provide aerospace education training to school children, educators, CAP cadets, senior members and the public at large is called the _____.
A. This document includes items such as: what AE will do to support wing and region conferences, recruiting of AE members, goals for helping senior members attain aerospace education awards, plans to make aerospace education accessible and fun for CAP cadets and school children, etc. This document is updated _____, and is presented to and endorsed by the _____ before submission to National Headquarters.
 2. How does the wing monitor how squadrons are administering their aerospace education programs?
A. The primary way that the wing monitors squadron AE programs is through the use of _____.
B. How do these documents (and the activities they show) fit into the wing's AE plan?
 3. Does the wing hold its own aerospace education conference or support the region effort?
If yes, how? _____
-

MP II. Wing's vision for internal and external aerospace education programs

1. What is the wing's broad vision for the internal program?
A. The wing supports cadet encampments by _____, provides unit AE program support by _____, and supports the wing's cadet competition by _____.

B. What is the Aerospace 2000 program? How can this program help your unit?

C. The wing also promotes the Aerospace Education Program for Senior Members by _____.
_____.

D. List the special aerospace education awards available to cadets and seniors.

CADETS

SENIORS

CADETS

SENIORS

Briefly, how do squadrons submit nominations for their members? How are winners selected?

2. What are some of the ways the wing promotes external aerospace education?

A. Does the wing have an aerospace education member conference?

B. The wing AE staff has visited _____ schools this year, and showed the students such things as _____.

C. What is NCASE? _____
_____.

Last year, the wing sent _____ teachers and _____ active CAP members to NCASE.

D. What are Aerospace Education Members? _____

E. The wing recruits AEMs by _____
_____.

MP III. Aerospace Education staffing

1. List the Aerospace Education staff in your wing (your instructor will give you a handout with the list.)
2. How does the wing help the units to recruit and train unit Aerospace Education Officers and Aerospace Education members?
3. What are some benefits of Aerospace Education membership?

MP V. How AE supports CAP's other primary missions

1. Emergency Services

A. List spin-off technologies which can help in ES:

B. List aero-related benefits that are not spin-offs (training, etc)

2. Cadet Programs

A. Discuss specific ways AE helps cadets in their academic program in your wing. _____

B. List some aerospace related activities available to cadets in your wing.

*Corporate Learning Course***CASE STUDIES****Aerospace Education Study #1**

CASE STUDY OBJECTIVE: To enable the students to apply the information learned from the aerospace education segment and reach a workable solution to the case presented.

NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objectives 2 and 6.

CASE STUDY:

Your friend, the Wing Director of Aerospace Education has asked you to help him out. He tells you that the annual Wing Conference is just a couple months away and he wants to do something a little “different” for the cadets.

In previous years, Aerospace Education has traditionally sponsored both an essay contest and an model airplane contest where squadrons’ submit their best models and speakers. The top 3 squadrons in each category receive a trophy, and the cadet responsible for writing the winning essay also receives an individual award, such as a certificate.

The Wing DAE tells you that interest in these contests have dropped off a little in recent years, and he really wants to jump start the contest. He says that the wing commander has authorized the traditional budget for trophies and certificates, but that’s not the problem. He wants some fresh ideas for an AE contest at the wing conference which: (1) won’t cost the individual cadets and squadrons a lot of money, (2) will be educational, (3) will be fun not only to take part in but also for conference attendees, (4) won’t be too hard to administer, and (5) won’t be too time consuming for potential judges.

What are your suggestions?

*Corporate Learning Course***CASE STUDIES****Aerospace Education Study #2**

CASE STUDY OBJECTIVE: To enable the students to apply the information learned from the aerospace education segment and reach a workable solution to the case presented.

NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objectives 1,2, 4 and 5.

CASE STUDY:

You are the Wing's External Aerospace Education Officer and want to become more active in the wing's elementary schools. Presently, you have Aerospace Education Members in two of the wing's 16 counties (each within 15 miles of your location, incidentally), and schools in four other counties are interested.

There are twelve units in the wing, with ten units having aerospace education officers. These units are in 10 of the wing's 16 counties, and there are units where schools either already participate or have expressed interest.

Develop a plan to increase CAP's aerospace education exposure in the wing's schools.

Corporate Learning Course

STUDENT GUIDE

Emergency Services/Operations

Reading Assignment: Section Overview

Recommended Reading/References: CAPR 35-6, Aeronautical Ratings, Emergency Services, and Ground Team Badges, CAPR 50-11, Flight Clinics, CAPR 50-15, CAP Operational Missions, CAPR 55-1, CAP Operational Mission Procedures, CAPM 60-1, CAP Flight Management, CAPR 60-2, Safety and Regulatory Compliance - No Notice Inspection, CAPR 62-1, CAP Safety Responsibilities and Procedures, CAPR 62-2, Mishap Reporting and Investigation, CAPR 100-1, Communications

Lesson Objective: Explain how the wing operates to carry out the Emergency Services mission. (ref: CAPR 50-17, Chap 5, para 5-3a)

This segment will help you to understand the function of the Emergency Services mission and associated functions at the wing level, and how those operations affect the squadron. You will also understand how the ES mission interconnects with CAP's other primary missions.

Introduction to Emergency Services/Operations

This section of the CLC will discuss the second of CAP's three primary missions: Emergency Services (ES), and its associated functions. CAP Emergency Services has had a proud history, and is our most widely publicized mission.

As you know from other schools you may have attended, the Emergency Services mission is mandated in our Congressional charter. Since this function involves air and ground operations, and relies heavily on the safe operation of many systems, it must be broken into functional groups. Further, as the ES mission evolves, other activities have been integrated into the basic mission.

This discussion will focus on these critical functional groups:

- a. General Emergency Services
- b. Operations
- c. Counter Drug
- d. Drug Demand Reduction
- e. the AFROTC/CAP Initiative
- f. Safety
- g. Communications

Each of these functional groups has a direct relationship with the ES mission, either because of their operational importance to the mission or by decree. Whatever the case, the wing's role in accomplishing the ES mission and running these functional areas cannot be overstated.

Basically, the wing's role in all this is to coordinate the state's search and rescue and disaster relief resources, ensuring that the right mix of people and equipment are employed at the

right time to the right jobs during actual missions, and ensuring that all members within the wing who wish to participate are appropriately and consistently trained.

Squadrons traditionally make up individual flight crews and ground teams, however the wing level is where mission activity is initiated. The wing commander both as the state's #1 commander and corporate officer, has the responsibility to utilize CAP resources. When a SAR or CD mission is initiated, the wing headquarters is the first CAP unit notified. The wing commander and his/her staff determine who should be called upon to be the mission coordinator (MC), usually this person lives in the same area of the mission. The MC then calls upon individual squadrons to assist in locating the mission objective, or assisting in the disaster relief operation.

The Counter Drug (CD) and Drug Demand Reduction (DDR) efforts are relatively new initiatives by which CAP assists in the war on drugs; and are administered at the wing level. CD efforts include a joint effort by CAP and law enforcement agencies in flying reconnaissance sorties in search of illegal drug traffic and manufacture, and the transport of law enforcement officials in support of this effort. It should be noted that CAP Counter Drug operations *do not* constitute either surveillance or law enforcement operations by its members. CD operations merely assist by contributing additional sets of eyes in a non-combatant, non-law enforcement role. These operations are administered entirely at the wing level.

The DDR program assists squadrons which are located in the same area as local Air Force, Air Force Reserve, and Air National Guard installations, through providing financial assistance to those units. In return, the units agree to participate in special programs which educate the military communities' youth on the dangers of substance abuse. The wing coordinates the DDR program for units that wish to participate. The funds received are used to purchase goods and services which will directly support the DDR efforts of the participating unit.

In another partnership with the Air Force, CAP participates in a program called the AFROTC/CAP Flight Initiative. In this program, AFROTC cadets may enroll in a special program whereby they can receive orientation flights in CAP aircraft. They enroll as CAP senior members, and can participate - at their discretion - in CAP activities if they choose to take additional training. The wings coordinate this effort by establishing liaison with interested AFROTC detachments in their states, and certify pilots participating in the program.

In addition, the wing is responsible for ensuring the safety of each of its members, and of investigating accidents which occur in the state when called upon by CAP Corporate Legal Counsel (CLC). It measures the effectiveness of its total program in several ways, by the no-notice flight safety inspection of its flying units, its requirement for annual unit safety audits, staff visits, and member training.

Strictly speaking, the person responsible for a unit's safety program is the commander. The commander of the wing, therefore, is responsible for the wing's safety program, and can mandate whatever additional requirements which may be necessary to ensure a sound program within his/her command. The unit commanders implement that guidance in their commands. Each commander assigns a safety officer to administer and monitor the program.

Finally, the communications function provides information transmission and management capability for all these activities. While communications support functions benefit all CAP missions, they are particularly important to the ES mission. Communications support in the

forms of radio transmission capability, packet and internet communications capability, telephone and fax. The wing's job is not only to provide direct support to mission bases and subordinate units, but to provide strategic vision and training for CAP members. They also provide networking capability with regional and national systems, to ensure that any member moving from one area to another can access the system.

Each of these areas enjoy a relationship with the "operational" CAP, and share the same resources. The wing's job is to ensure that all these functional groups do their jobs in concert with one another. The wing also works to provide quality a quality volunteer workforce in all these areas, and ensure that units have *at least* the minimum resources to do their job on a daily basis. Finally, the wing must ensure that because the operations functions affect all CAP mission elements, that they adequately support those missions, prioritizing when necessary, yet making sure that no CAP primary mission is compromised.

Emergency Services

MP I. Primary members of the wing ES staff (List personnel only)

Your instructor will give you handout listing the members in these wing Emergency Services positions.

MP II. Supplemental policies to ES directives

Your instructor will discuss the main points to any supplemental policies to CAP's current Emergency Services directives.

MP IV. Description of organizations

1. The Air Force organization responsible for tracking Emergency Locator Beacon transmissions and assigning SAR missions to Civil Air Patrol and other organizations is the _____ (_____), located at _____.

A. When an ELT hit is tracked to a state, this organization begins the process of locating the beacon in the state by _____.

It maintains contact throughout the mission in order to _____.

2. AFNSEP stands for _____. It's function is to _____, and it works with the wing by _____.

MP V. Wing methods for alerting personnel in the event of a SAR or DR mission.

1. How does the wing alert its personnel on call in the event of a SAR or DR mission?

2. How does a member get on the alert roster?

MP VI. Wing training and certification

1. List some of the wing ES schools and other training opportunities.

A. To find out more about these courses, contact _____.

2. Squadrons provide ES training by _____
_____.

Flight Operations

MP I. The Flight Release Officer Program

1. What is the Flight Release Officer Program, and why is it important?
2. FROs are trained by_____. The training itself involves _____.
3. How does a flight get released?
 - A. What is the paperwork involved?
 - B. When is flight release paperwork checked?
 - C. What will the wing do if a flight took place that was not properly released?

MP II. The No-notice Flight Safety Inspection program

1. Why is the No-notice Flight Safety Inspection program important?
2. What is evaluated during the inspection?
2. The officer(s) who conduct the no-notice inspections is (are) _____
_____. So far during the last 12 months,

_____ squadrons have been inspected. Overall, the wing's units have scored _____ (circle one) on this inspection:

UNSATISFACTORY

MARGINAL

SATISFACTORY

EXCELLENT

OUTSTANDING

3. The wing will provide assistance to units who need to request help in complying with inspection objectives. Some types of help include _____.
4. If a squadron fails the No-notice inspection, it's flight operations will be _____ until they come back into compliance.

MP III. Operations training and certification

1. List the flight operations courses available in your wing.

A. The point of contact about these courses is _____.

2. Briefly describe the types of pilot certification available in your wing.

A. Instructor _____

B. Check pilot _____

C. Mission _____

D. Orientation

ROTC _____

Cadet _____

Counterdrug

MP I. Overview

1. Briefly describe the counterdrug program in your wing, and why it is important in your state.

2. The wing is (choose one) lightly/moderately/heavily involved in the counterdrug program. It flies approximately _____ hours per year supporting counterdrug operations, and has helped law enforcement to take _____ dollars worth of drugs out of circulation.
3. Briefly describe the screening and training process for pilots and support personnel should one decide to get more involved.
 - A. How long must one have been a CAP member before s/he can get involved? _____
 - B. What is the paperwork necessary to get started in the training program?
 - C. Briefly describe the training process for both aircrew members and ground support personnel.

4. The wing works with outside agencies such as _____

in supporting counterdrug operations across the wing.

MP II. The difference between reconnaissance and surveillance/law enforcement regarding counterdrug

1. Counterdrug operations (choose one) are/are not law enforcement operations.
2. Why?

Drug Demand Reduction

MP I. Definition

1. What is the Drug Demand Reduction Program (DDR)?
2. How does it help the wing and squadrons?

MP II. DDR Staff

The DDR coordinator for this wing is _____.

MP III. Conditions for participation

1. To be eligible to apply for a DDR grant, a squadron must reside (meeting address) within _____ of a qualifying Air Force installation. Recruiting offices (choose one) do/do not qualify.
2. If a squadron qualifies, it may receive money to obtain supplies and equipment for their squadrons to improve operations and promote a drug free lifestyle for its members. Items which may be purchased with DDR funds include:

Etc.

MP IV. Wing DDR activities

Describe some wing-wide DDR activities (EX: school visits), if any.

AFROTC/CAP Initiative**MP I. Overview**

1. Briefly describe the AFROTC/CAP Flight Initiative.

A. The wing participates with the following college/university ROTC programs:

B. The CAP point of contact for the AFROTC/CAP Initiative in this wing is _____

_____.

MP II. How squadrons participate

Squadrons participate by providing _____ and _____ for orientation rides for ROTC cadets. Squadrons are paid by the hour for the rides, as well as for _____ to and from the host location. The rides follow a specially prepared syllabus.

MP III. Wing's effectiveness

In the last 12 months, our wing has flown _____ cadets, and were flown by _____ CAP members.

Safety

MP I. The wing's responsibility in implementing the safety program

1. The wing has three major responsibilities in implementing the CAP safety program. First, the wing must _____ accidents. Actually, this responsibility is shared among all CAP members, no matter the grade or position.
2. In addition, the wing must also _____ accidents that do occur. While this task may include members of CAP units beneath the wing level, the task itself may not be delegated below wing level. It's purpose is to figure out what _____, why, and what can be done to _____ another incident.
3. Finally, the wing performs an after actions function, which is basically a _____ - ____ task to ensure that any _____ are being corrected and the _____ of the board are being followed.

MP II. Common incidences within the wing

Your instructor will briefly discuss with you some of the more common and/or incidents within the wing, and how the wing is working with the squadrons to prevent future occurrences.

MP III. The wing program

1. How does the wing safety office assist the wing in conducting the No-notice flight safety inspection program?
2. The wing has conducted _____ unit visits during the past 12 months, to assist unit safety officers in preparing their local programs. The types of assistance they give to unit safety officers include _____

_____.

3. Wing safety officers can also help unit safety officers with their training. Types of skills training that the wing gives to its safety officers include _____.
4. Briefly discuss the accident investigation program within your wing.
5. Discuss the Risk Management Initiative program for your wing.

MP IV. Squadron's role in implementing the safety program

1. Discuss specific ways that your squadron promotes the wing safety program.

MP V. Accident reporting

1. When an accident occurs, a CAP Form _____ must be initiated and submitted through channels within _____ hours after the accident. Specific procedures are listed in _____.
2. It is extremely important that accident reporting procedures are followed, involving both legal ramifications and insurance requirements. Briefly discuss legal ramifications of not reporting accidents with regard to:
 - A. The victim _____.
 - B. The victim's commander _____.
 - C. The wing _____.
 - D. CAP _____.

Discuss the ramifications on insurance requirements:

A. CAP policies _____

_____.

B. Can members use their own insurance policies? _____

3. What is the commander's responsibility in implementing the safety program?

A. Squadron Commander _____

B. Wing Commander _____

Communications

MP I. "Communications" defined

1. Define communications from the CAP perspective.

2. What are the communications tools that your wing uses with its members (circle all that apply)

A. Aircraft, automobile, and hand-held units

B. Packet

C. The Internet

D. Telephone (cellular and standard)

E. Fax

F. Other

How are these tools utilized?

MP II. Continuing needs analysis in determining requirements (How the wing responds to:)

1. How does the wing decide what communications resources should be used on a mission?

2. How does the wing determine what assets a squadron needs to effectively communicate with its members and the wing?

3. How does the wing communications function support wing activities?

MP III. Modernization

1. The wing must adapt to changing communications requirements. These requirements have to do primarily with _____ - and evolving CAP primary _____. Thw wing is working with _____ to modernize its equipment to meet changing requirements. Specifically, _____ this _____ wing _____ plans to: _____
_____.

MP IV. Management

The wing control's all corporate-owned communications assets. How does the wing manage their communications program (broad description only?)

How Emergency Services benefits and interacts with CAP's other primary missions

1. List ways that ES interacts with Aerospace Education:

2. List ways that ES interacts with Cadet Programs

*Corporate Learning Course***CASE STUDIES****Emergency Services Study #1**

CASE STUDY OBJECTIVE: To enable students to apply the information they have learned from the Emergency Services segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objective 6 of the Safety function.

CASE STUDY:

You are the Wing Safety Officer and have just been called by the safety officer of the Eastdale Cadet Squadron. She tells you that one of their cadets broke his leg during a squadron SAREX over the weekend. It was a simple fracture, and the cadet is home expecting a full recovery. Thirty-six hours have passed since the accident, and she wants to know when or even if she should send in a CAP Form 78 Mishap Report Form.

What do you tell her? Why?

*Corporate Learning Course***CASE STUDIES****Emergency Services Study #2**

CASE STUDY OBJECTIVE: To enable students to apply the information they have learned from the Emergency Services segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objectives 1 and 2 of the Operations function, and Objective 3 of the Safety function.

CASE STUDY:

You are the wing's Director of Operations and will be making a presentation at the annual wing conference. In the past two years, the wing has had to institute the Flight Release Program, the No-notice flight inspection program, and other wing specific programs to ensure a safe and effective flight program.

These programs have met with some resistance at the squadron level, and even among some wing staff members. They feel that even though these policies and programs must be complied with, they are too intrusive, and you are too "gung-ho" to find something wrong. In addition, you have had to give some Marginal and Unsatisfactory ratings to two of the wing squadrons in operational areas, but the wing commander concurred with your findings.

You suspect that some of the reason for the dissension is the natural aversion people have to anything new or restrictive. Still, you know that these programs must be carried out. How are you going to sell your position at the wing conference? What will you say to, if not to change minds outright, to at least ensure compliance?

Corporate Learning Course

STUDENT GUIDE

Cadet Programs

Reading Assignment: Student Reading (attached)

Recommended Reading/Reference: CAPR 50-16, CAP Cadet Training Program, CAPM 50-18, Cadet Physical Fitness Test Manual, CAPM 50-20, CAP Model Rocketry Program, CAPP 33-1, Cadet Recruiting and Orientation Pamphlet

Lesson Objective: Comprehend how the wing operates to carry out the Cadet Programs mission. (ref: CAPR 50-17, Chap 5, para 5-3a)

This segment will teach you about the function of the Cadet Programs mission at the wing level, and how the wing's administration of the program affects, and is affected by squadron operations. You will also learn how the Cadet Program interconnects with CAP's other primary missions.

What is the Cadet Program?

The Cadet Program is the third in the co-equal triad of CAP's primary missions. With a history dating back to October 1942, it has touched hundreds of thousands of young people through the years.

The Cadet Program is designed for young men and women who at least enrolled in the sixth grade. Adolescents may join up until they are eighteen years old, however, active cadets may remain in the program until they reach their 21st birthday.

CAP cadets can take part in many academic and extra-curricular activities. The basic program includes a 4 phase academic regimen, with 4 components: aerospace education, leadership, moral leadership, and physical fitness. This four phased program is divided further into a series of achievements. Cadets earn increased grade (rank) and responsibility as they pass the achievements.

At the same time, cadets can participate in a wide variety of activities, such as orientation flights, encampments (not unlike summer camp or military training), ES training, model rocketry, leadership schools, and special activities at all levels covering topics which are both of interest to cadets and complement the subjects that the cadets learn about in the program.

The wing's main job with the cadet program is to coordinate activity efforts, ensure that the CAP chit program is used effectively, and ensure all cadets wishing to attend a CAP encampment have the opportunity - either through administering one of their own or through coordinating with their region and/or other wings to arrange for cadet attendance. The wing also monitors the Cadet Flight Orientation program, selects a Cadet of the Year (the name is also submitted for national recognition), determines which cadet teams will represent the wing at the Region Cadet and Color Guard Competitions, utilizes the Cadet Advisory Council system to keep informed about cadet issues, and assists in the selection of cadet to attend special activities at the region and national levels, receive scholarships, or nominations to the USAFA Prep School.

In addition, the wing can also sponsor programs and activities of its own, such as flight encampments, model rocketry (in cooperation with Aerospace Education), essay contests, summer encampments, grant their own scholarships, or assist the squadrons in any activities which may be too involved for the units to handle on their own.

Squadrons work with the wing in all this by showing the cadets what is available to them and assisting them in seeking to participate in these programs and activities, providing administrators and manpower to the wing activities,

and ensuring that the appropriate procedures are followed from the outset, so every cadet can participate in as much of the Cadet Program as s/he desires. Finally, squadrons assist the wing by providing quality experiences for their cadets at the local level, thus preparing them for all the benefits which the wing can make available to them.

MP I. Wing involvement in the cadet program.

1. Does your wing hold an encampment?
 - A. _____ is the encampment commander.
 - B. The encampment is held at _____ and usually costs _____ to attend.
 - C. Usually, cadets who (choose one) have have/not attended an encampment before will be considered first.
2. How does the wing support the cadet flight orientation program?
 - A. The wing uses the money received through reimbursement to _____.
 - A. The wing encourages participation in the orientation program by _____.
3. How does the wing select drill and color guard teams for region competition? (Circle one)
 - A. Wing competition (If yes, _____ runs the competition, and it is held from _____.)
 - B. Composite team (chosen by the wing commander)
4. The wing (choose one) does/does not have an active Cadet Advisory Council.
 - A. CAC members are chosen by _____, and they meet _____ times annually.
 - B. The CAC helps the wing Director for Senior Programs and the Wing Commander by _____.
5. The wing monitors the uniform chit program by _____.
_____. If there are chits left over, the wing will ration them out by _____.

MP II. Cadet Special Activities

1. List the various wing, region, and national special activities available to cadets.

<i>WING</i>	<i>REGION</i>	<i>NATIONAL</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- A. In general, cadets must meet the established criteria before they can attend an activity and get their squadron commander's and parent's permission. In addition, for wing activities, cadets must _____ . For region activities, cadets must _____ . For national activities, cadets must _____ .

MP III. Miscellaneous Cadet Programs functions

1. What are the types of scholarships available to cadets?

<i>NATIONAL</i>	<i>WING</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

A. To qualify for wing scholarships, cadets must be _____.
_____. For national scholarships, cadets must be
_____.

B. For wing scholarships, cadets apply by _____.
_____. For national
scholarships, cadets apply by submitting a CAPF 94 and sending it to _____.
_____.

MP IV. How the Cadet Programs function benefits and interacts with CAP's two other primary missions.

1. List relationships between Cadet Programs and the other primary mission elements.

EMERGENCY SERVICES

AEROSPACE EDUCATION

*Corporate Learning Course***CASE STUDIES****Cadet Programs Study #1**

CASE STUDY OBJECTIVE: enable the students to apply the information learned from the Cadet Programs segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objective 1.

CASE STUDY:

As the Director of Cadet Programs for the wing, you are responsible not only for the coordination of wing activities pertaining to cadets, but also for ensuring the quality of the cadet achievement program. One night during the wing meeting, the wing chaplain comes to see you.

He tells you that he's worried about how the moral leadership program is being administered at the squadron level. In his visits to units and conversations with cadets around the wing, he tells of many instances of "pencil whipping" the moral leadership requirement.

He also tells you that of the 16 squadrons in the wing, there are only seven squadron chaplains. Two other squadrons have Moral Leadership Officers (MLOs), but he's just getting the program started in his wing. The chaplain continues by saying that he knows it's his responsibility to provide chaplain services to the wing units, and that there aren't enough chaplains contributing to the problem. He's working with the region and the Air Force to recruit more chaplains. But he also says that moral leadership discussions do not need to be conducted by a chaplain or MLO.

He asks for your thoughts.

*Corporate Learning Course***CASE STUDIES****Cadet Programs Study #2**

CASE STUDY OBJECTIVE: enable the students to apply the information learned from the Cadet Programs segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objective 6.

CASE STUDY:

As the wing commander, you have the services of many committees to advise you on wing matters. One of those committees is the wing's Cadet Advisory Council. They recommend to you that a special scholarship program be instituted to assist cadets in going to special activities or receive flight training. The CAC has also expressed their desire to assist in drawing up criteria for eligibility, selection, and board membership.

You tell them that you like the idea, but much must be done before it will be a reality. How will you address the cadets' desire for scholarships?

Corporate Learning Course

STUDENT GUIDE

Mission Support

Reading Assignment: Section Overview

Recommended Reading/References: CAPR 5-4, Publications and Blank Forms Management, CAPR 10-1, Preparing and Addressing Correspondence, CAPR 10-2, Files and Maintenance Disposition, CAPR 10-3, Administrative Authorizations, CAPM 20-1, Organization of Civil Air Patrol, CAPR 20-3, Charters and Other Organization Actions, CAPR 35-2 Notification Procedures in Case of Death, Injury, or Serious Illness, CAPR 35-3 Membership Termination, CAPR 35-5 CAP Officer and Non-Commissioned Officer Appointments and Promotions, CAPR 39-1, Nondiscrimination in Federally Assisted Programs, CAPM 39-2 CAP Membership, CAPR 66-1, CAP Aircraft Maintenance Management, CAPM 67-1 CAP Supply Manual, CAPM 67-2, CAP Aircraft Parts Supply Depot, CAPR 67-4 Acquiring, Reporting, and Disposing of Corporate Aircraft, CAPM 77-1, Operation and Maintenance of CAP Owned Vehicles, CAPR 87-1, Acquiring and Accounting of Real Estate and Facilities for CAP, CAPR 111-1, Qualifications and Duties of Legal Officers, CAPR 112-9, Claims, Demands, and Legal Actions for or Against the CAP, the USAF, and the United States, CAPR 123-2, Complaints, CAPR 123-3, CAP Assessment Program, CAPM 173-1, Financial Procedures and Accounting Report for Units Below Wing Level, CAPR 173-2, Financial Procedures for CAP Regions and Wings, CAPR 173-3, Payment for CAP Support, CAPR 173-4, Fund Raising/Donations, CAPM 190-1, CAP Public Affairs Program, CAPR 265-1 CAP Chaplain Service, CAPR 265-2, The Covenant and Code for Chaplains of the CAP, CAPR 900-5, The CAP Insurance/Benefits Program, CAPR 900-6, Hull Self Insurance, CAPR 900-7, Vehicle Self Insurance, CAPP 34, Public Affairs Officer's Handy, Dandy Quick Guide, CAPP 50-3, CAP Cadet Protection Training Instructor's Guide and Student Materials, CAPP 50-6 Cadet Protection Policy for Parents and Leaders, CAPP 265-1, CAP Chaplain Service, CAPP 265-2, CAP Values for Living and Ethics for Command, CAPP 265-4, CAP Chaplain Service Handbook, Legal Officer Handbook (no publication number)

Lesson Objective: Explain how mission support functions support the three mission elements of the wing. (ref: CAPR 50-17, Chap 5, para 5-3a)

Introduction to Mission Support

The three primary missions of Civil Air Patrol are of almost indescribable importance to our organization. They are CAP's reason for being, it's heart and mind which we use when we provide service to our neighbors.

If our three missions are CAP's heart and mind, then mission support (MS) is certainly its backbone. For every flying sortie, every cadet promotion, every penny that is spent, there are dozens, and sometimes hundreds of other things that must happen in order to make the primary task successful.

Member activities must be tracked, activity records kept, checkbooks balanced, equipment and supplies not only accounted for but always in good repair, quality controls established, and the membership trained.

In addition, CAP activities need to be publicized, because we must be supported by the same public we serve. Also, CAP must be mindful of the legal issues which from time to time arise as a result of its activities - and not just issues surrounding litigation. CAP activities, how it receives funding and equipment, the conditions of membership and employee relations are all affected by federal, state, and local laws, statutes, and regulations.

Finally, the members who do the job need people to speak to who have shared their experiences, and can provide them comfort when the need arises.

The functional groupings of: Inspection, Member Services and Administration, Logistics, Legal, Training, Finance, Marketing and Public Relations, and Chaplain Services are all included in Mission Support, and perform all the background activities which allow CAP to accomplish its three primary missions.

With the exception of Inspection, each of these functional groups operate at both the squadron and wing level. Each performs staff work specific to their unit; but, in many instances the wing needs information from their subordinate units to do their jobs. While wing staff officers cannot order their squadron counterparts to do anything on their own, they can transmit orders from the wing commander concerning their staff function. These orders can be in the forms of national, region or wing procedures, supplements to CAP directives, or policy letters composed in the name of the wing commander.

Some staff functions, because of their importance: such as inspection or legal, may be delegated more authority by the wing commander and may seem to operate with more autonomy. The wing commander ensures however, that the authority delegated to these staff functions is proportional to the authority needed to accomplish the tasks set for them.

Member Services and Administration

MP I. The Administrative function as performed at the wing level

1. The wing administrative function performs routine admin functions for its own _____. It knows what you need to do, because it does it also.
2. Among the other things that the wing admin function does is _____ wing-wide administrative taskings and correspondence.

A. What are some of the **key** administrative processes in your wing? (EX: unit directories)

B. What is some of the information needed from squadrons to complete those processes?

3. How does the wing use computer technology to enhance the administrative function?

A. E-mail _____
_____.

B. Web sites _____
_____.

C. Other _____

_____.

4. What kind of assistance does the wing give to its unit administrative officers?

A. The wing assists units in training their admin people by _____

_____.

B. The unit provides administrative assistance by _____

_____.

MP II. The personnel function as performed at the wing level.

1. The wing performs its routine personnel functions as its own _____. It understands what you need to do, because it does it for its own people.
2. Describe the wing personnel office's role in the grievance and complaints program.
3. The wing personnel office performs many key processes for all wing members. For instance, the wing personnel officer (along with the wing legal officer) advises the _____ about CAP adverse member actions. Adverse member actions can be described as the processes of denying a renewal action or terminating a CAP senior or cadet membership. Such action is not taken lightly, and there are specific processes and documentation requirements that the wing must follow, in order to protect both the rights of the _____ undergoing the action, and the _____ from possible legal action.
4. The personnel office also performs functions that directly benefit wing members. Part of these functions include serving on several wing committees
 - A. The Promotion committee evaluates members who are vying for promotion to _____ or above (_____ and above for wings without groups).
 - B. The Awards and Decorations committee evaluates nominees for the following CAP and wing awards and decorations:

CAP-WIDE

WING-SPECIFIC

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Nominations for CAP decorations may be submitted at any time. Nominations for special CAP and wing level awards are normally due to the wing _____. Recommendations for CAP decorations are submitted on a CAP Form _____. Nominations for Cadet of the Year are submitted on a CAP Form _____. Senior member of the Year applications require _____

_____. Additional paperwork that may be helpful for awards and decorations include _____

_____.

5. The personnel office controls charters and _____. Normally, these are accomplished on a CAPF _____. Once this is received by wing and endorsed (if necessary,) it is forwarded to National Headquarters.

6. How is next of kin notified in the case of a member's death or serious injury?

7. What is the wing policy concerning nondiscrimination and equal opportunity?

A. How does one report an allegation of discrimination? What is the process of investigation?

MP III. How these actions support CAP's three main missions.

List three ways (each) that member services and administration helps squadrons to accomplish CAP's missions:

*EMERGENCY SERVICES**CADET PROGRAMS**AEROSPACE EDUCATION*

Logistics

MP I. The different components included in the wing Logistics (LG) function

Give a brief description of each of the following functions:

A. Logistics: _____

_____.

B. Supply: _____

_____.

C. Transportation: _____

_____.

D. Aircraft Maintenance (if not covered by Operations): _____

_____.

MP II. Management of equipment and supplies

1. List FIVE examples of non-expendable property

A. Non-expendable property is recorded on the _____ report.

B. This report is checked for accuracy by units (and the wing) at least _____, but also when a unit commander is _____.

2. List FIVE examples of supplies

A. When issuing supplies or non-expendable property, you record the transaction on a CAPF _____.

3. A report of survey is completed when a piece of equipment is believed to be _____ or _____.

The report of survey is completed by the affected unit and forwarded to wing.

- A. What does the wing do when it receives a report of survey?

MP III. Wing programs

1. DRMO stands for the _____. Its purpose is to sell or issue surplus _____ and _____ to other branches of military service, government agencies, Civil Air Patrol, non-profit organizations. Also, private citizens may purchase the surplus under certain conditions.

- A. List five examples of items available through DRMO surplus:

_____	_____
_____	_____

- B. Who is allow to screen and obtain DRMO surplus items in your wing?

- C. What happens to DRMO surplus equipment that CAP obtains when it no longer needs the items or the items become unservicable?

2. What types of training does the wing give to unit LG, supply, and transportation officers?

3. How does the wing decide which units receive vehicles?

- A. How do the wings and units ensure that their vehicles are in good condition? What happens if a vehicle is found to be in poor condition?

- B. Does the wing do its own vehicle maintenance? If not, how does a unit get a vehicle fixed? Are units reimbursed for vehicle maintenance expenses?

MP IV. Aircraft maintenance (if not covered under Operations)

1. Briefly describe the wing's aircraft management program.

- A. How does the wing prioritize which aircraft fly what (type) mission?
 - B. List the types of missions flown by CAP aircraft, in order of priority:
 - C. How does the wing decide to issue a corporate aircraft to a unit?
 - D. What's the wing's policy concerning privately owned aircraft?
2. Does the wing perform its own aircraft maintenance? If so, how does a unit access the system?
3. If the wing does not perform its own maintenance, what are the wing's reimbursement procedures?
- A. Corporate
 - B. Privately owned aircraft.

MP V. How these actions support CAP's three main missions

List three ways (each) that the logistics function helps squadrons to accomplish CAP's missions:

*EMERGENCY SERVICES**CADET PROGRAMS**AEROSPACE EDUCATION*

Legal**MP I. The role of the wing legal officer**

1. The wing legal officer protects wing members by ensuring that they _____ the laws and established regulations of CAP. S/he also ensures that the wing commander acts within the scope of his/her _____ when commanding the CAP wing. When legal questions do arise, the wing legal officer acts as an _____ to the wing commander about legal issues and works with CAP's _____ to ensure that wing policies are in line with national policy.
2. The wing legal officer also may act as a _____ between the CAP wing and the state _____. This may include promoting CAP to state officials, _____.
_____.
3. What are some services that the wing legal officer can provide to squadrons?

MP II. Wing's legal position on vital issues (brief)

Describe the wing position on the following issues:

A. Cadet protection:

B. Mission liability:

C. General liability:

D. Sexual harassment:

MP III. Insurance issues

1. Briefly describe the following Cap insurance and Federal benefit policies:

A. Hull Self Insurance

B. FTCA/FECA

2. What is NOT covered by CAP or Federal insurance benefits.

3. Give an example of when a squadron or member could put their benefits at risk?

4. How does the wing legal officer participate in these insurance issues?

MP V. How these actions support CAP's three main missions

List three ways (each) that the legal function helps squadrons to support CAP's missions:

EMERGENCY SERVICES

CADET PROGRAMS

AEROSPACE EDUCATION

Training

MP I. The wing's training philosophy

Briefly discuss the wing's training philosophy in the following areas:

A. Senior Training

B. Cadet Training

C. ES Training

MP II. How the wing training programs support unit training efforts

1. The wing supports unit training efforts by combining unit assets at wing training events such as _____ and _____. Some units don't have the _____ or people to conduct their own. In addition, wing functions allow units to measure their skills against those of the other units and to learn from each other.
2. Individual wing members also travel to units to provide training to local staff officers. Such training can include _____.
3. The Senior Member Training Program relates to professional skills through the use of _____ and specialized courses such as Extension Course Institute courses like _____. Senior training also pertains to members' CAP organizational knowledge such as uniform wear, customs and courtesies, history, organization, and the relationship with the USAF. Wing courses that support this training include _____ and _____. (hint: you are taking one of these courses now.)

MP III. Wing training of instructors

1. The wing (choose one) does/does not have formal training for its instructors.
2. If not, how does the wing ensure that students get the instruction they need?

3. If there is a formal program, briefly describe it?

MP IV. How these actions support CAP's three main missions

List three ways (each) that the training function helps squadrons to support CAP's missions:

*EMERGENCY SERVICES**CADET PROGRAMS**AEROSPACE EDUCATION*

Finance**MP I. Wing finance functions**

1. For this year, the wing's budget is \$_____. This includes \$_____ in state money. The wing uses this money to buy supplies and equipment such as _____.
_____. In addition, National HQ reimburses the wing for expenses such as _____.
_____.
2. Briefly describe how the wing budget is determined.

3. What is this year's wing budget for the following accounts (if applicable):
 - A. Cadet Programs

- B. Plans and programs
 - C. Emergency Services
 - D. Flight Operations
 - E. Vehicle Maintenance
 - F. Aircraft Maintenance
4. If there is no specified budget for individual wing functions, how does the wing pay for these items?
5. List the members of the wing Finance Committee
- A. How much does an expense have to be for before the wing finance committee must approve it?
6. Describe some of the wing's fundraising activities.
7. If you wanted to become a unit finance officer, how could the wing help you?
8. The wing is audited on an _____ basis, for the period _____ through _____.
- A. Part of this audit concerns information from squadron audits, which are also completed _____.
- B. Some of the information from unit audits that wing uses include _____.

MP III. Wing finance policies

The wing has formulated finance policies to help it to track and most efficiently use its funds.

Briefly describe wing finance policies for the following categories:

- A. SAR
- B. Counterdrug

C. Orientation flights

MP IV. How these actions support CAP's three main missions:

List three ways (each) that the finance function helps squadrons to support CAP's missions:

*EMERGENCY SERVICES**CADET PROGRAMS**AEROSPACE EDUCATION*

Marketing/Public Relations**MP I. The wing public relations program**

1. Does the wing have a newsletter? If so, how often is it published?
2. Who is the newsletter given to? When can the average member find it?
3. How can the squadrons contribute to the wing newsletter?

A. What kinds of stories does the wing want?

4. The wing will normally publish press releases when _____
_____.

5. How many CAP-related stories have you seen on television or in the newspapers in the past year?

6. How does the wing market CAP to the public?

MP II. Program Administration

1. How does the wing support your squadron public relations program?
2. The wing works with units to publicize events (circle all that apply)
 - A. Awards presentations
 - B. Mission participation
 - C. Squadron changes of command
 - D. Squadron activations
 - E. Other (please specify)
3. Who handles public relations during actual missions? Who do they work with?
4. Does your wing public affairs staff assist in wing fundraising? If so, how?
5. The wing targets _____ to become PAOs. It helps PAOs to learn their jobs by promoting ECI Course _____. The wing (choose one) does/does not visit units to assist in training PAOs.
6. List some of the types of materials that the wing PAO receives from NHQ.

How does the wing use these materials?

MP III. How these actions support CAP's three main missions

List three ways (each) that marketing/public relations helps squadrons to support CAP's missions:

EMERGENCY SERVICES

CADET PROGRAMS

AEROSPACE EDUCATION

Chaplain Service

MP I. The Chaplain Service

The CAP Chaplain Service is designed to provide _____ and support to CAP members throughout a senior or cadet's membership. This is also extended to the member's _____. The Chaplain Service conducts _____ at CAP activities, assists CAP personnel when making death/serious injury notifications, acts as a _____ for cadets, conducts CAP's _____ program for cadets, and provides spiritual assistance during CAP SAR or DR missions.

MP II. The wing chaplain's role

1. Briefly describe the wing chaplain's role in providing spiritual support to Emergency Services personnel.
2. What is the wing chaplain's role in the cadet program?
 - A. Moral Leadership
 - B. Cadet activities and other situations
3. What can the wing chaplain do to support Aerospace Education?

MP III. Program administration

1. Wing chaplains have a special relationship with the wing commander, just as unit chaplains do. Wing chaplains keep the wing commander apprised about the _____ of the wing. The wing chaplain works very closely with unit chaplains and _____, who are lay people who assist chaplains in delivering their programs.
2. How does the wing help units to recruit chaplains and MLOs?

Inspection

MP I. The Inspector General Program

1. Briefly describe the unit and self-inspection programs.
 - A. The wing (choose one) does/does not do staff assistance visits.
 - B. How often are units inspected by the wing?
2. What is the role of the wing inspector in grievance/complaints actions?
3. The wing does some things extraordinarily well, and also has some areas that it can improve on. List three things that the wing does very well, from the inspector's perspective; and three areas for improvement.

GOOD AREAS

IMPROVEMENT AREAS

MP II. Safety issues

1. How does the wing inspector assist the wing with the No-notice flight safety inspection program?
2. The IG works very closely with the Safety officer to ensure that the wing operates in a safe and efficient manner. For instance, the wing inspector considers safety a primary item on the unit inspection checklist, and observations/findings, as well as notable/commendable items are given special emphasis because a good/bad safety

program impacts wing members directly. Describe examples of cooperation between the safety officer and the wing inspector in your wing.

MP III. Administration

1. The wing inspector is more than just the wing “cop.” The system the inspector represents does not seek out problem areas, but rather to help the units to maintain quality programs. The inspection systems can be used as an _____ to publicize good unit programs as well as identify areas that could be improved. The national inspection program publishes a pamphlet several times a year called _____. This pamphlet identifies problem areas found; but more importantly, highlights excellent ideas and practices which can be incorporated in other units.

There are no squadron _____, the squadron commanders ensure the quality of their units. They can, however, access the wing inspection system if they choose to. The wing inspector can be asked to come to a unit to look at a specific area. This can be particularly helpful to new _____, as they learn more about the operation of their unit.

The inspector can also help squadrons when a member has a complaint that cannot be rectified at the local level, and this has been discussed earlier.

If a squadron wants to access the wing IG system, the squadron commander need only to contact the wing for assistance. In the case of a complaint made by a member of a unit, _____.

2. Does the wing inspector train any augmentees to help him/her perform inspections at the units? If so, how are the helpers trained?

MP IV. How these actions support CAP’s three main missions

List three ways (each) that the training function helps squadrons to support CAP’s mission:

EMERGENCY SERVICES

CADET PROGRAMS

AEROSPACE EDUCATION

*Corporate Learning Course***CASE STUDIES****Mission Support Study #1**

CASE STUDY OBJECTIVE: To enable the students to apply what they have learned from the Mission Support segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objectives 2, 3, 5, and 6.

INSTRUCTOR NOTE: Refer to Cadet Programs Study #1

CASE STUDY:

You have just told the wing Director of Cadet Programs about your concern over the quality of the wing's moral leadership program, including the potential shortcomings of your program. You have told the Director that you will assist all you can.

But you realize that *your* main problem is the lack of chaplain support in the wing, and it goes beyond moral leadership: it extends to missions, encampments, and a host of other activities.

Hint: Reference Cadet Programs Study #1, page 39, for more information.

*Corporate Learning Course***CASE STUDIES****Mission Support Study #2**

CASE STUDY OBJECTIVE: To enable the students to apply what they have learned from the Mission Support segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objectives 3, 5, and 8.

CASE STUDY:

You are on the wing Logistics staff. The wing LO has come to you to inform you that one of the squadrons has been taking surplus items, or “screening” for themselves at the Defense Reutilization and Marketing Office (DRMO). They’ve only been screening for uniforms and boots, which are expensive to purchase and in short supply at the wing.

When you call the squadron logistics officer, she even tells you that she’s shared some uniforms with a start-up unit across town. You know the regulations prohibiting squadrons from screening from DRMO. Still, they have only taken what they needed, and have shared any excess they do have with a squadron that needed help.

*Corporate Learning Course***CASE STUDIES****Mission Support Study #3**

CASE STUDY OBJECTIVE: To enable the students to apply what they have learned from the Mission Support segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objective 6.

CASE STUDY:

You are the squadron finance officer and have been asked by the operations officer to help process several CAP Form 108s, Requests for Reimbursement. You notice that the requests for reimbursement is for a mission completed three months before, and that the fiscal year has been closed for two months.

The operations officer wants to know if the dates could be altered to ensure that the 108s are paid. He says that his pilots routinely spend hundreds of dollars out of their own pocket, and he wants to make sure that is CAP can help its members offset expenses that it does.

What can you do to resolve this situation? Can the wing help you?

*Corporate Learning Course***CASE STUDIES****Mission Support Study #4**

CASE STUDY OBJECTIVE: To enable the students to apply what they have learned from the Mission Support segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objectives 1, 3, and 4.

CASE STUDY:

You are the Wing Marketing and Public Relations Officer serving as the wing has suffered a terrible tragedy. During an Air Force authorized SAR mission, a CAP search plane has crashed, killing the three occupants. The victims were all members of the same unit, and preparations are being made to notify the victims' families, though this task has not been completed.

Members of the media have heard of the incident and want details, but have agreed to wait until family notifications are made. This gives you some time to work with the staff to prepare a statement.

The entire wing is in a state of shock and mourning, and you must somehow explain the tragedy to the public and the wing, while being mindful not to release details of the investigation into the crash, or to further disturb the families and friends of the victims.

NOTE: While this a disturbing scenario, unfortunately it is still possible. It is meant to serve as a multi-faceted way of highlighting the importance of the public relations function. This may be one of Marketing/PR's most important tasks.